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ABSTRACT

The annotated bibliography lists 100 selected educational materials from Poland covering the period April through June 1975. The materials are drawn from a variety of Polish journals, newspapers, government publications, and conference reports. The entries are organized into six categories: History of Education; Laws and Legislation; General Information on Education; Social and Educational Sciences; Teacher's Profession; and Schools and Institutions (by type or level, from preschool through adult). An author and editor index concludes the document. (Author/DB)

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SELECTED BIBLIOGRAPHY OF POLISH EDUCATIONAL MATERIALS

Vol. 14 1975 No. 2

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The bulk of the materials listed in the present issue was available in the period of time from April to June 1975.

Bibliographical materials selected and prepared by the Editorial Board of the Institute for Educational Research, Section for Documentation

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Translated:
Bożena Koeltz

I. HISTORY OF EDUCATION

113. BARTOSIK, JADWIGA: **Kartka z dziejów żeńskich szkół zawodowych.** (The History of Vocational Schools for Girls in Poland). *Przegląd Historyczno-Oświatowy* 1975, No. 2, pp. 237–262.

The subject of the article is vocational education for girls organized by Maria Zaborowska — one of the socially active persons — in the interwar period (1918–1939). The article discusses such problems as: a characteristics of the types of schools organized on the initiative of M. Zaborowska, an analysis of educational problems and raising professional qualifications of women teachers, a presentation of problems connected with school building, a discussion of the activity of the Association of Women Teachers and Women Headmasters from Vocational Schools for Girls which is called "The Civic Service" as well as a characteristics of the cooperative movement among graduates from vocational schools for girls.

114. BIEŃKOWSKA, BARBARA and KRAJEWSKA, JADWIGA (ed.): **Uniwersytet Warszawski. 1945–1965. Materiały bibliograficzne.** (The University of Warsaw. 1945–1965. Bibliographical Materials). Wydawnictwa Uniwersytetu Warszawskiego, Warszawa 1975, 361 pp., ill.

The present volume constitutes a collection of bibliographical materials describing all the forms of scientific, didactic, social, and political activity of the University as well as the work and life of its workers and students. These are mainly articles and various kinds of press reports as well as legal acts. Books — these are jubilee publications, catalogs of exhibitions, guidebooks to studies, bibliographies of scientific works of the University workers. The publication includes thorough information concerned with a choice and arrangement of the material as well as with the bibliographical description. The whole of the material is divided into 7 sections: the reconstruction and development of the University of Warsaw, the didactic-educational activity, scientific-research works, the cooperation of the University with other institutions,

the University of Warsaw and the society, students and workers. Indices of authors, subjects as well as of organizational units are included in the conclusion.

115. HAJDUKIEWICZ, LESZEK and KARAŚ, MIECZYSŁAW: **Uniwersytet Jagielloński. Tradycje, współczesność, perspektywy.** (The Jagiellonian University. Traditions, the Present, the Future). Wydawnictwo Uniwersytetu Jagiellońskiego, Kraków 1975, 111 pp., ill. bibl.

Also in English version.

The work consists of three chapters. In Chapter I, "Tradition," the author describes the history of the Jagiellonian University since 1364 which was the yeer of setting up in Cracow of the first higher school in Poland. Its organizational development is discussed as well as didactic-scientific work, connections with abroad and the public activity of the University. The outstanding Polish and foreign scientists being active at the University are characterized as well as the students' milieu in which Mikołaj Kopernik was the most distinguished pupil. During World War II an action was taken in order to annihilate the Polish intelligentsia (183 professors were arrested and put in concentration camps; only a few of them survived). The author describes the clandestine activity of the University during the war as well as the resumption of the activity after the liberation of Cracow in 1945. The 600th anniversary of the setting up the University in 1964 was a significant event. Chapter II is devoted to the structural and organizational transformations of the University during the last years as well as to the didactic and scientific-research work, administration, size and numbers of rooms available to the University, students' scientific movement, care of academic youth, scientific staff and their further education. In Chapter III plans and tasks are presented. The elaborated program of the development of the Jagiellonian University contains a thorough presentation of research problems and investment needs. Many photographs are also included in the publication.

116. HELLWIG, JAN and KOWALCZYK, LEONARD: **Wyższe kursy nauczycielskie jako forma podnoszenia kwalifikacji czynnych**

nauczycieli szkół powszechnych i podstawowych w Polsce w latach 1918–1954. (The Higher Courses for Teachers as a Form of Raising the Professional Qualifications of Active Teachers from Public and Elementary Schools in Poland in the Years 1918–1954). *Przegląd Historyczno-Oświatowy* 1975, No. 1, pp. 65–82.

The article presents an outline of the history of raising the professional qualifications of teachers in the Higher Teacher's Studies in the years 1918–1954. A characteristics of the three periods of the activity (the Second Polish Republic 1918–1939, the occupation 1939–1945, the Polish People's Republic 1945–1954) is made against the background of the whole of the system of educating teachers. Data are included pertaining to the development of courses, their organization, and programs of education. The article is illustrated with statistical data concerned with a number of courses and listeners as well as with time devoted to lectures in particular courses.

117. KOPRIANIUK, EUGENIA: **Kierunki rozwoju oświaty pozaszkolnej w latach 1918–1939.** (Trends in the Development of Out-of-School Education in the Years 1918–1939). *Przegląd Historyczno-Oświatowy* 1975, No. 1, pp. 29–50.

The article of a report character contains a review of the trends of the development of out-of-school education in the years 1918–1939. The author presents the opinions of people active in the educational movement concerned with the aims of out-of-school education, its organization as well as forms and methods of educational work. A detailed characteristics is given of the practical activity in this field in separate regions of the country, illustrated with statistical data pertaining to the forms of work, attendance during courses and lectures, the state of libraries, etc. Legal acts on the organization of out-of-school education which were made during the twenty years under discussion and played a very important role in its development are also described.

118. ROMAN, JAN: **Szkoła Główna Gospodarstwa Wiejskiego w okresie II wojny światowej — tajne nauczanie.** (The Agri-

cultural University of Warsaw during World War II — Clandestine Education). *Przegląd Historyczno-Oświatowy* 1975, No. 3, pp. 435–443, ill.

The article is a contribution to the history of Polish education during World War II and the Nazi occupation. The author discusses the organization of clandestine studies, organizers of clandestine education, forms of learning, places of lessons as well as other details concerned with the situation of functioning of this school in the conditions of the Nazi terror. Two forms are presented of the realization of educational program: 1) in the form of independent clandestine courses for students of agriculture, gardening, and forestry, 2) within legal agricultural-horticultural secondary education.

119. STĘPNIAK, ANDRZEJ: **Odbudowa i reformy szkolnictwa górniczego w Polsce w latach 1945–1959.** (The Reconstruction and Reform of the Mining Education and Schooling in Poland in 1945–1959). *Przegląd Historyczno-Oświatowy* 1975, No. 3, pp. 444–453.

A presentation is given in the article of the first attempts to reconstruct and rebuild the mining education and schooling in the postwar Poland. The organization of mining schools in the first years after the war was based upon the prewar legislation. Then, mining secondary schools as well as vocational courses were set up. Both the program and plans of teaching in these schools were defined by the Ordinance of the Council of Ministers of April 11, 1945. In the years 1945–1949 the schools attached to the mining industry plants were opened. Further stages of the development of this type of education were organizational changes in 1951–1959 when the administration of these schools was subordinated to the Department of Vocational Training of the Ministry of Mining and Power. Other structural-organizational changes were also introduced as well as changes in educational programs in order to adapt the education of miners to the contemporary needs of the rapid industrialization of the country.

See also: 180.

II. LAWS AND LEGISLATION

120. **Przygotowanie zawodowe młodocianych w świetle nowych przepisów.** (Vocational Training of Youth in the Light of New Rules and Regulations). *Szkoła Zawodowa* 1975, No. 4, pp. 2–4.

The article discusses rules and regulations concerned with vocational training of youth as well as with rewarding them included in "The Labor Code" and the Ordinance of the Council of Ministers of September 20, 1974. These rules and regulations introduce a concept of vocational preparation which is superior to a concept of learning the profession and preparing for work. They are interpreted, grouping the resolutions included in them in a few problems. Much consideration is also given to learning of the profession, special rights of youth as well as to releases from an obligation of vocational preparation and raising professional qualifications. In the discussed legal acts the duties are defined of institutions in respect of vocational preparation of youth, the duties of youth employed in order to prepare them for work as well as the problem of rewarding youth during learning the profession and preparing them for a given work.

III. GENERAL INFORMATION ON EDUCATION

121. GRZEŚ, BOLESŁAW: **Związek Nauczycielstwa Polskiego współorganizatorem i współrealizatorem doskonalenia systemu edukacji narodowej.** (The Polish Teachers' Union as a Coorganizer and Corealizer of the Improvement of the National Education System). *Szkoła Zawodowa* 1975, No. 5, pp. 34–35.

The article presents the program of the activity of the Polish Teachers' Union as a coorganizer and corealizer in the field of the improvement of the national education system. In the program a discussion is included of the

main trends of the activity of the Polish Teachers' Union in 1975 as well as of particular tasks. The roles fulfilled by the Union are: 1) the role of a representative of a working environment in the most important vocational and social problems, 2) the role of a factor impelling to an effective work in order to transform educational and scientific centers into model institutions, 3) the role of partner cooperating in elaborating suggestions to solve different problems concerned with an effective functioning of both separate centers and the whole system of national education.

122. KACZOR, STANISŁAW: **Konferencja na temat badań nad systemem oświaty w warunkach wysoko rozwiniętego społeczeństwa socjalistycznego.** (The Conference upon the Research on the Education System in the Highly Developed Socialist Society). *Kwartalnik Pedagogiczny* 1975, No. 3, pp. 159–166.

A conference was organized from 11th till 12th of November, 1974 by the Institute for Vocational Training, whose aim was to consult the representatives of higher schools and institutes of economic departments about their participation in researches upon XI crucial problem "The Modernization of Educational System in the Highly Developed Socialist Society." The conference was devoted to the problems of educating and raising professional qualifications. In the first part of the conference 3 reports were made and a plenary discussion took place. The program is presented of researches upon XI crucial problem for the years 1974–1985 as well as separate stages are characterized of the program of researches, the coordinators are mentioned and the assumptions are discussed of the elaborated methodological and organizational-financial instructions. A subject of the next report was a question of broad-range professions as well as an integration of educational content. In the second part of the conference 3 sections were debating: 1) the section of prevocational training, 2) the section of vocational training, 3) the section of raising professional qualifications.

123. KACZOR, STANISŁAW: **Prace Instytutu Kształcenia Zawodowego w ramach problemu "Modernizacja oświaty w rozwinię-**

tym społeczeństwie socjalistycznym." (The Works of the Institute for Vocational Training upon the Problem "The Modernization of Educational System in a Highly Developed Socialist Society"). *Szkoła Zawodowa* 1975, No. 6, pp. 1–3.

The article is a review of the scientific works of the Institute for Vocational Training elaborated within the main problem: "The Modernization of the Educational System in a Highly Developed Socialist Society." The subject of the researches carried out by the Institute as well as by cooperating institutions are two problems: content of vocational education and schooling and the basic problems of vocational training. Much consideration is given to particular subjects to be elaborated by the Institute. In this article, the main problems are also discussed which were considered at a scientific conference organized by the Institute for Vocational Training in November 1974 as well as at a seminar which took place at the beginning of March 1975. At the conference, in which the representatives of all the higher schools from the country participated, applications were received for researches upon the main problems of vocational training as well as duties were defined of people carrying out the full cycle of empirical researches. The seminar was of a methodological character. Its aim was to make uniform the terminology as well as research instruments used.

124. KORNISZEWSKI, FELIKS: **Koncepcja organizacyjno-programowa działalności dokumentacyjno-informacyjnej w dziedzinie oświaty i nauk pedagogicznych.** (An Organizational-Program Conception of the Documentary-Informational Activity in Education and Pedagogical Sciences). *Ruch Pedagogiczny* 1975, No. 4, pp. 448–466.

The article contains: 1) introductory remarks characterizing all the documentary-informational activity, 2) the essence of scientific information, direct and indirect information, 3) the needs of scientific information, 4) users of information, 5) problems of the mechanization of documentation and scientific information, 6) an organization of pedagogical information, 7) the need to set up a center for documentation and pedagogical information, 8) the

program of the center's activity, 9) the plan of an organizational structure of the center.

125. NOWACKI, TADEUSZ: **Prace Instytutu Kształcenia Zawodowego.** (The Works of the Institute for Vocational Education). *Szkoła Zawodowa* 1975, No. 5, pp. 8–10.

The article characterizes the main trends of the investigations carried out by the Institute for Vocational Education. The research works of the Institute are concerned with: 1) a system of raising workers' professional qualifications based upon a professional promotion, 2) fitness for work of graduates from various lines of vocational training, 3) methods of teaching, 4) programs of teaching, curricula for separate subjects as well as manuals for a future broad-range vocational school. Works are mentioned which will be of great importance in the Institute's scientific activity. These are: nomenclatural works as well as works upon designing schools, a system of educating a young worker as well as upon a system of raising professional qualifications of workers in industrial plants.

126. OLESIAK, JÓZEF: **Przygotowanie do rekonstrukcji sieci szkół.** (The Preparation for a Reconstruction of the Network of Schools). *Nowa Szkoła* 1975, No. 4, pp. 2–5.

The subject of considerations are the basic problems of a prepared reconstruction of the network of schools connected with the planned reform of the national education system. On the basis of demographical data, future quantitative needs are discussed in respect of school and kindergarten building as well as possibilities and difficulties of their fulfilment. The draft is also presented of the principles of territorial distribution of the schools in Warsaw. These schools are mentioned which have not been approved by the Commission for the System of Education but which are still being discussed and investigated. A few last remarks are devoted to the problem of an introduction and realization of the program of ten-year education in 15 schools in Warsaw which would be two years earlier in comparison with a previously planned introduction of this program in all the schools of the Polish People's Republic.

127. PIÓRO, TERESA: **O wyższy poziom nauczania matematyki.** (A Higher Level of Teaching Mathematics). *Nowa Szkoła* 1975, No. 5, pp. 9–13.

The article contains a report upon the debates of the Council of the Ministry of Education and Schooling in Opole. The question under debate was how to raise the level of teaching mathematics. Director of the Department of General Education, Doctor Marian Rataj, described the present state as well as tasks in the field of teaching mathematics to children. The problems concerned with educating and raising professional qualifications of teachers in mathematics were discussed by Deputy Director of the Institute for Teachers' Education, Assistant Professor Doctor Jerzy Myśliński. He described an initiative of the Institute to set up the Television Studies of Teaching Mathematics. Director of the Institute for School Programs, Assistant Professor Doctor Maksymilian Maciaszek got the participants of the Council acquainted with the program works in mathematics. The subject of the discussion, which took place during the debates, was how to educate teachers in mathematics as well as the question of manuals and other teaching aids for teaching mathematics. The problem of educating pupils with great mathematical abilities was also discussed.

128. SZCZEPAŃSKI, JAN: **Zadania Polskiej Akademii Nauk w rozwoju badań podstawowych.** (The Tasks of the Polish Academy of Sciences in the Development of Fundamental Researches). *Nauka Polska* 1975, No. 4, pp. 22–29.

The system of education and researches in Poland constitute the subject of considerations. The author discusses the problem of dependences among its separate elements, among other things, the dependence between higher education and the whole of educational system as well as the dependences between the society, mainly the economy, and the whole of educational system. Much attention is devoted to the role and place of the Polish Academy of Sciences in the whole system of education and scientific researches. Main problems of education at particular levels are presented. The author is interested in the

system of education from the point of view of educating a scientific worker. He suggests an employment of intellectual and equipment resources of the whole system of researches in order to raise the level of work of higher schools and to support the system of education by the institutions of the Polish Academy of Sciences in the works upon the improvement of educational process and programs. In the article, the problem of inculcating the results of scientific researches is also discussed. Apart from the well-known diagram: science — technique — production, the author presents three other diagrams: 1) researches upon social sciences, economic researches, sociological researches — psychological researches — legislation — administration, 2) pedagogy, pedagogical researches — the functioning of graduates in economy, 3) ideological sciences — the state of propaganda — the state of social-ideological consciousness of the society.

129. TOMASZEWSKI, TADEUSZ: **Wkład nauk psychologicznych w doskonalenie systemu oświatowego w XXX-leciu PRL.** (Contribution of the Psychological Sciences in Perfecting Educational System over 30 Years of People's Poland). *Kwartalnik Pedagogiczny* 1975, No. 2, pp. 19–31, rez. sum.

The problem of usefulness of psychological research works in the process of perfecting educational system is considered against the background of the scientific activities of the Institute of Psychology at the University of Warsaw. Generally speaking, one can say that scientific research works of the Institute were concentrated around a model of man or a general concept of personality which might have a strong support in reality. The approach to the problem has changed many times over the last 30 years. Thus we can talk about the crystallization of three lines of research works mutually connected. These are: the theory of situations, the theory of actions, and the theory of personality. The author discusses the achievements of the Institute in the field of research works upon those three groups of problems, and in the final part of the article he concentrated his attention on the usefulness of the research works in the sphere of perfecting educational system in Polish People's Republic.

130. WACHOWICZ, ANNA: **VIII Międzynarodowe Sympozjum Technologii Kształcenia w Poznaniu.** (The Eighth International Symposium on the Technology of Education in Poznań). *Dydaktyka Szkoły Wyższej* 1975, No. 2, pp. 191–198.

The article is a thorough discussion on the symposium which concentrated upon the most important problems of the technology of education and its role in the whole of educational questions. The following reports were made: 1) Trends in the development of higher education in Poland (J. Kluczyński); 2) The technology of education — theoretical and practical achievements in Poland (Cz. Kupisiewicz); 3) Modern trends in the generalization of didactic materials and technical means of education (S. Jarmark); 4) Planning as the most important link of the system of the modern technology of education (L. Leja); 5) The department program of the modernization of education, taking into special consideration didactic subject sets (J. Orzechowski). Much attention was also devoted to the following assumptions and the program of the activity of 6 problem sections with respect to: 1) programed education and didactic machines, 2) an employment of computers in education, 3) an employment in didactics of audiovisual media of information, 4) an organization of a didactic process, 5) didactics of foreign languages and language laboratories, 6) permanent education and raising professional qualifications.

131. WIATROWSKI, ZYGMUNT: **Konferencja naukowa Instytutu Kształcenia Zawodowego.** (A Scientific Conference of the Institute for Vocational Training). *Szkoła Zawodowa* 1975, No. 3 pp. 10–11.

The article contains a report on the conference of representatives of higher schools as well as of scientific-research institutes from the whole country interested in the problem of educating and raising the professional qualifications. The conference took place on November 11–12, 1974 at Jadwisin and was concerned with scientific problems connected with the main educational problem "Modernization of the Educational System in a Highly Developed Socialist Society." The article presents some conclusions and postulates of the conference. The scien-

tific achievements of the conference of the representatives from the Institutes for Vocational Education in the socialist countries are also discussed. The latter was devoted to an elaboration of an international guidebook of terminology in the field of vocational training and was organized on November 18–23, 1974 in Warsaw.

132. WROCZYŃSKI, RYSZARD: **Rola badań pedagogicznych w doskonaleniu systemu oświatowego ze szczególnym uwzględnieniem osiągnięć Instytutu Pedagogiki UW.** (The Role of Pedagogical Research Works in Perfecting Educational System Referring in Particular to the Achievements of the Institute of Pedagogics at the University of Warsaw). *Kwartalnik Pedagogiczny* 1975, No. 2, pp. 9–18, rez. sum.

The history of education and pedagogical thoughts gives a number of convincing evidences of the interdependence between the state of the theory of education and the development of educational practice. The achievements of the pedagogical theory have always constituted a basis for perfecting processes and functioning of educational institutions. In particular, the development of schools, progress of educational content, perfecting teaching methods were determined to a large extent by the progress of various branches of pedagogy which, in turn, on the one hand took a great advantage of the experiences of educational practice and on the other hand enabled to formulate norms referring to the usefulness for educational activities. The above mentioned interdependence is easily seen in the development of pedagogical research works in the 30 years of People's Poland. Pedagogical research gave the theoretical foundations for the changes in the system of education, in programs and methods as well as for the perfecting of educational work. However, the theory of education based on the pedagogical research works is not able yet to give a full answer to a number of questions raised by educational activities but the progress in pedagogical researches is steady and visible. It can be seen, among others, in the results of works of the 12 research teams functioning in the Institute of Pedagogics and being engaged in the following problems: 1) system of schools and education, 2) foundations of

pedagogical sciences, 3) general education, 4) professional education, 5) programed instruction, 6) out-of-school educational institutions, 7) adult education, 8) aesthetic education, 9) reading and literature, 10) remedial pedagogics, 11) training and perfecting of teachers, 12) history of education.

133. ŻELAZKIEWICZ, MAREK: **Problemy zastosowania badań i koncepcji systemowych w pedagogice.** (Problems of Applying Research Results and System Concepts in Pedagogy). *Kwartalnik Pedagogiczny* 1975, No. 2, pp. 105–120, sod. sum.

The author presents various possibilities of the system approach useful for the pedagogical theory and practice. In the introduction, an attempt is made to define the concept of the system as well as to explain in what the system approach consists. Various kinds of social systems are distinguished in the article, such as educational, semi-educational and posteducational as well as their pedagogical concepts. The criterion of the division of these systems was a degree of purposefulness of influences upon the changes of a personality. Pedagogical problems of investigations upon social systems are described as well. Methodological considerations included in the article are graphically illustrated.

IV. SOCIAL AND EDUCATIONAL SCIENCES

134. BORZYM, IRENA: **Mechanizmy funkcjonowania szkolnego dzieci zdolnych.** (Mechanisms of School Functioning of Able Children). *Nowa Szkoła* 1975, No. 4, pp. 8–9.

The results of investigations are concerned with the process of an adaptation of unusually able pupils to the conditions of an average school. The investigations embraced a sample of 46 unusually able pupils selected from among 576 pupils from the schools in Warsaw. Two main groups of factors were subject to investigations: psychological changes connected with a pupil as well as social changes pertaining to the home and school environ-

ment of the subjects. The indices of the level of adaptation were: educational attainments, an attitude toward two main roles of a child at a school age, an attitude toward oneself, a level of neurosis and anxiety as well as a social situation in the group of pupils at the same age. The investigations were carried out by means of three basic techniques: an interview, talk, questionnaire.

135. GOMÓŁKA, LESZEK: **Zapobieganie niedostosowaniu społecznemu młodzieży.** (The Prevention of Social Maladjustment of Youth). *Nowa Szkoła* 1975, No. 5, pp. 7–9.

In the article, the problems concerned with a social maladjustment of youth are considered. The article contains: a review of the most significant aspects of the phenomenon of asocial attitudes among youth in Poland, a discussion pertaining to works started by the department of education and schooling in order to prevent the phenomenon of being asocial, as well as a characteristics of tutelar-educational tasks of the family, school, state institutions, youth organizations and other social organizations, inhabitants' self-government and institutions employing youth.

136 KOWALSKI, TADEUSZ: **Pozycja społeczna uczniów zdolnych w klasie szkolnej.** (The Social Position of Able Pupils in a School Grade). *Ruch Pedagogiczny* 1975, No. 4, pp. 525–532.

On the basis of the sociometric materials gathered in several rural elementary schools as well as of the results of other investigations carried out in Poland, the author analyzes the social position of able pupils in a school grade. Sociometric techniques were employed in the investigations — the technique demanding positive and negative choices. The degree of a social approval of these pupils was also measured.

137. KOWALSKI, TADEUSZ: **Trudności w pracy z uczniami uzdolnionymi w warunkach szkoły na wsi.** (Difficulties in Work with Able Pupils in Rural School). *Nowa Szkoła* 1975, No. 4, pp. 10–12.

The article contains an analysis of factors impeding the didactic-educational work with exceptionally able pupils in a rural elementary school. The basis of an analysis were the statements and opinions of 245 teachers from two districts: Pułtusk — in Warsaw Voivodship and Żarów — in Zielona Góra Voivodship, as well as a confrontation of these statements with the results of researches carried out by means of other methods. The difficulties in work with an able pupil are divided into three main groups: biopsychical, environmental-social, and organizational-pedagogical difficulties. They are characterized successively.

138. KWIATKOWSKA, HENRYKA: **Rola przeżycia literackiego w kształtowaniu postaw moralnych uczniów.** (The Role of Literary Experience in the Formation of Students' Moral Attitudes). *Kwartalnik Pedagogiczny* 1975, No. 2, pp. 121–140.

In the article theoretical problems are presented as well as some methodical problems and the results of researches connected with the role of literary experiences in the process of forming the student's attitude toward the principal moral values, i.e., the mother country and the man, mainly toward the problems of his harm and suffering. In a theoretical part, the structure is discussed of an experience as well as the conditioning of the process of an experience and a methodology of a literary experience (the method of organizing experiences in the course of work upon a literary work). In a research part, the results are presented of an experimental verification of two groups of educational methods: generally employed catechetic ones and rarely employed in school practice heuristic ones. The researches carried out on a sample of four grades VII from an elementary school were of a character of natural experiment. The results of the researches were obtained by means of a scale of attitudes and a projection technique.

139. KWIECIŃSKI, ZBIGNIEW: **Selekcje społeczne w szkolnictwie ponadpodstawowym. Trzy studia szczegółowe.** (Social Selections in Postprimary Education. Three Detailed Studies). Polska

Akademia Nauk, Instytut Rozwoju Wsi i Rolnictwa, Warszawa 1975, 240 pp., ill. bibl.

Three analytical studies published in the volume are concerned with for-school and in-school selections of a postprimary education as well as with plans of the pupils from postprimary schools connected with their lot after completing their studies. The first study is a social analysis of environments and pedagogical determinations of the aspirations of pupils from all types of postprimary schools pertaining to their further education. Field investigations were carried out under the supervision of the author by the workers of the Research Station of the Institute for the Development of the Rural Areas and Agriculture of the Polish Academy of Science in Toruń, in 1973 in the region of Toruń and Wrocław (about 7827 persons were subject to investigation). An inquiry was employed as a research method. The second study constitutes an analysis of eliminating selection as well as of school drop-out in the course of the first year of education in a postprimary school. The following research methods were employed: an inquiry, an analysis of school records, interviews with school friends, teachers, and school headmasters about learning, reasons for giving up studies as well as about the lot of all the pupils who found themselves out-of-school during the last year. The third study is a report upon the functioning and direct social effects of doing away with entrance examinations as well as upon the plan of substituting them by a competition of certificates of pupils from elementary schools, a choice of school made by the pupil, as well as an opinion and recommendations from an elementary school. The author makes an analysis of the changes in the social structure of youth from postprimary schools after an introduction of another method of selecting pupils for these schools.

140. MACIEJEWSKA, TERESA: **Psychiczne potrzeby dziecka i możliwości ich zaspokojenia w pracy wychowawczej.** (Child's Psychical Needs and Possibilities of Satisfying Them in an Educational Work). *Życie Szkoły* 1975, No. 4, pp. 3–10.

In the article a characteristics is given of some most essential and common needs of children as well as of

forms and possibilities of school, especially of a form-master, in satisfying them. These are needs connected mainly with the functioning in social life. The following problems are discussed: the need for security and appreciation, emotional contacts with others, an awareness of one's growth and development, a favorable self-evaluation, activity, cognition, new experiences as well as aesthetical and cultural needs. The point of the article is a statement that the school should, as much as possible, satisfy the basic needs of children. It should also convey experiences to the child, teach him that not always and not all the expectations and hopes are fulfilled in life, insure him to difficult situations as well as teach him rational methods of behavior in them.

141. MUSZYŃSKI, HELIODOR: **Ogólne założenia nauczania uspołeczniającego.** (General Assumptions of Education Inducing to Active Social Work). *Życie Szkoły* 1975, No. 2, pp. 3–8.

In the article a conception is presented of education inducing to active social work consisting in making the pupil, in the course of acquiring knowledge and skills, perform certain selected social roles. Its essence is to give the activities of acquiring knowledge a character of social constructive activities, both in respect of their motives and their effects. This conception embraces a group of theoretical assumptions as well as of practical solutions of an integration between education and teaching. The author enumerates and discusses social roles which may constitute the basis of education inducing to active social work. These are: the role of a group member, the role of a specialist and an expert, the role of a self-educated person, the role of an explorer and a discoverer.

142. NOCUŃ, ALEKSANDER W.: **Wzory osobowe a wychowanie.** (Personal Patterns and Education). *Kwartalnik Pedagogiczny* 1975, No. 3, pp. 47–63.

The article is concerned with connections between an educational ideal and personal patterns. An analysis is made of these conceptions together with comparisons between an educational ideal and a personal pattern.

Next, personal patterns are characterized as well as their function in education science is defined. A review is also included of the opinions about these personal patterns as a tool of education from the ancient times till the present.

143. OKOŃ, WINCENTY: **Kształcenie przez całe życie.** (Life-Long Education). *Nauka Polska* 1975, No. 5, pp. 19–28.

The article is an introduction to the problem of life-long education, giving its historical outline and terminology. A school system is analyzed as a basis of life-long education as well as school crisis and its new tasks. Mutual connections are also discussed between the adult education, life-long education, and scientific tasks. The author distinguishes three basic links of the system of life-long education: 1) carrying out a school reform, 2) elaborating this part of the system which embraces a general education of people at a productive and pensionable age, 3) permanent vocational education.

144. OKOŃ, WINCENTY: **Trzy kategorie działalności twórczej dzieci i młodzieży.** (Three Categories of Children's and Youth's Creative Activities). *Kwartalnik Pedagogiczny* 1975, No. 3, pp. 33–46.

The aim of the article is to indicate the possibilities of such an influence upon children and youth as well as of such a type of learning which promote the formation of creative attitudes and the creation of works. The author discusses the basic concepts connected with the way of thinking and the creative activity. Much consideration is devoted to researches upon three scopes of creativeness embracing: 1) children's exploratory activity as an effect of developing convergence thinking, 2) inventive-technical activity, and 3) artistic activity with divergence thinking.

145. POSPISZYL, KAZIMIERZ: **Zastosowanie skali niepokoju Janet Taylor do badań nad młodzieżą wykolejoną.** (An Application of Janet Taylor Manifest Anxiety Scale to Researches upon Delinquent Youth). *Kwartalnik Pedagogiczny* 1975, No. 2, p. 141–148.

The researches presented in the article were carried out by the State Institute for Special Pedagogy in Warsaw. The aim of the researches was to define differences in the degree of anxiety in juvenile delinquents — psychopaths, juvenile delinquents — "normal," and students from the first year of the Institute for Special Pedagogy. Students constituted a comparative group. In the researches, a Polish version was employed in M. Choynowski's translation of the MAS scale in order to measure the level of anxiety as well as the Buss-Durkee Aggression Scale (SABD) in order to define the level of aggression. In the conclusions, the results are presented of the researches upon the level of anxiety in three groups under investigation as well as the connection between anxiety and various forms of aggression. The researches have a great significance for defining factors producing criminal forms of behavior.

146. SŁOMKIEWICZ, STEFAN: **Niektóre problemy wychowawcze w procesie kształcenia.** (Some Educational Problems in the Process of Education). *Życie Szkoły Wyższej* 1975, No. 4/5, pp. 69–76.

Educational problems of students in the process of education are considered, i.e., the problem of an employment of educational content in the formation of students' opinions and attitudes. Four situations are presented strictly connected with an educational effectiveness: 1) when, in the face of explaining and estimating judgments, students do not have any dispositions, i.e., tendencies to accept or reject them; 2) such a disposition to educational content which may be defined as a reluctance to confront students' own convictions with judgments included in the content of the program of studies; 3) when judgments included in the program of studies are inconsistent with students' convictions and when they release defensive mechanisms of their own convictions; 4) the most favorable situation is a consistence between the content of the program of studies and their own convictions. A strategy is also discussed of the behavior of the academic teacher in the situation mentioned as well as didactic means stimulating students' behavior.

147. SOBORSKI, WOJCIECH: **Psychologiczne aspekty badania aktywności społecznej.** (Psychological Aspects of the Researches upon the Social Activity). *Ruch Pedagogiczny* 1975, No. 4, pp. 500–509, bibl.

In connection with an introduction to schools of a new system of evaluating pupils' behavior, the problem of definitions and methods of measuring the social activity has become very important. Hence the author attempts to clear up certain misunderstandings in this respect. He discusses various definitions of the social activity as well as principles of a description of this activity, research stipulations, and methods of investigating the social activity, accessible and convenient to the teachers.

148. WIĘCKOWSKI, RYSZARD: **Zróżnicowana nauka domowa uczniów.** (Pupils' Differentiated Homework). *Nowa Szkoła* 1975, No. 4, pp. 17–20.

The considerations pertain to some problems connected with pupils' homework. The basic forms are discussed of pupils' homework in a uniform process of education, i.e.: homework as an initial stage to elaborate a definite problem or as a form of extending and supplementing the content of school education. An analysis follows of the problem of burdening pupils with homework. General assumptions are presented in the field of a selection of exercises and assignments connected with a conception of pupils' differentiated howework. Examples are given of choice of problems pertaining to pupils' Polish homework. In the article, reflections are also included of the function of homework in the process of forming pupils' personality.

149. ZIELIŃSKI, ADAM: **Sądownictwo opiekuńcze w sprawach małoletnich.** (Tutelar Jurisdiction Dealing with Problems of Juveniles). Wydawnictwo Prawnicze, Warszawa 1975, 323 pp., ill. bibl. rés. rez.

The work is a monograph devoted to the activity of tutelar courts for juveniles in the Polish People's Republic. The following problems are discussed in three

chapters: a) the role, aims, tasks, and organization of tutelar courts, b) legal proceedings, and c) the course of legal proceedings in different kinds of cases, e.g.: a permission to marry given to juveniles, arbitrating of disputes between parents and children (a fulfilment of parental duties, giving and taking away of parental rights), tutelage, adoption. In the conclusion remarks are included upon better legal solutions for the tutelar activity concerning juveniles.

150. ŻELAZKIEWICZ, MAREK: **Organizacja pracy pozalekcyjnej w szkole wychowującej.** (The Organization of Out-of-School Work in Educating School). *Życie Szkoły* 1975, No. 6, pp. 3–9.

The subject of considerations is the organization and methods of out-of-school work in an educating school. Several most important problems are discussed in the article. Four categories of pupils are distinguished concerned with out-of-school work. Tasks are formulated set before the school in the field of out-of-school activity as well as sections of the activity mentioned are characterized, e.g.: the standard activity, the pupils' specialized activity, the mass activity. A presentation follows of the conditions necessary for the development of out-of-school work. Much attention is devoted to the methods of the educators-instructors' activity as a separate group of conditions making this work successful.

V. TEACHER'S PROFESSION

151. BANASIAK, JAN: **Z rozważań o nauczycielu twórczym.** (Considerations upon the Creative Teacher). *Kwartalnik Pedagogiczny* 1975, No. 2, pp. 85–103, sod. sum.

In the article, considerations are included of the elements of man's creative activity as well as of the features of creative people's personalities. Next, concepts and definitions are discussed of the creative teacher in the Polish pedeutological literature as well as the author's own definition is suggested which helped him to formulate

some directives for the education of creative teachers. The problem of an empirical verification of the effectiveness of creative teachers' work is presented on the basis of the researches of an American scientist K. Jamamoto. In the conclusion, much attention is given to the program of researches upon the creative teacher as well as on the effectiveness of his work and education.

152. BARLAK, MARIANNA: **Rozwój idei i koncepcji kształcenia nauczycielek przedszkoli w Polsce.** (The Development of Ideas and Concepts of Educating Women Teachers for Kindergartens in Poland). *Ruch Pedagogiczny* 1975, No. 4, pp. 467–489.

The article contains a survey of various concepts of educating pedagogical staff for kindergartens from the beginnings of 19th century until now. A characteristics is also given of the activity of some outstanding historic figures and social institutions which constituted the basis of the system of educating women teachers for kindergartens. Main attention is devoted to the situation in the last years, i.e., since 1955 when three-year secondary schools for kindergarten teachers have been transformed into five-year pedagogical secondary schools. A further stage of the reform of this system is to set up studies in kindergarten education as a semihigher school. In 1972/1973 extramural studies in the field of kindergarten pedagogy were set up, attached to universities as well as to higher pedagogical and teachers' schools. Nowadays, an intramural form of these studies has been set up. Educational plans and programs are also characterized.

153. CACKOWSKI, ZDZISŁAW: **Treść i zakres odpowiedzialności moralnej nauczyciela akademickiego.** (The Content and Scope of the Moral Responsibility of the Academic Teacher). *Życie Szkoły Wyższej* 1975, No. 2, pp. 21–31.

The article contains the author's considerations of ethical problems of a scientific work as well as of the role of scientific-didactic workers in the formation of future teacher' staff. The author presents an assumption pertaining to the moral responsibility of the teacher who is a cocreator of our inward life through the transmission

of scientific content. The following conditions are considered in defining the scope of the academic teacher's duties: 1) the commensurability of intellectual possibilities, physical strength as well as of material means; 2) favoring the functions of explanation and formation of students' thinking process in scientific-research and didactic-educational tasks; 3) the scientific competence in the range of one's own subject. A conveyance of the meaning of some content so that the receiver could impart it to others is at the same time a description of the content and scope of the moral responsibility of the academic teacher.

154. LEGOWICZ, JAN: **O nauczycielu. Filozofia nauczania i wychowania.** (The Teacher. Philosophy of Education). Państwowe Wydawnictwo Naukowe, Warszawa 1975, 220 pp.

The author of the publication, discussing the role and importance of the teacher in modern school, assumes that a dialectic unity between the theory of education and the pedagogical practice is a decisive factor in creating the model of the teacher. Much attention is devoted to the following assumptions: 1) Every epoch in the history of education created its own model of the teacher (examples follow of the model of the teacher in particular historical epochs); 2) The problem of a modernization of school as well as of bringing it nearer to life lies at the bottom of the process of creating a new model of the teacher; 3) A personality of the teacher as well as his attitude become very important in a dialectic didactic-educational process; 4) In a didactic-educational process personality of the teacher should be dialectically connected with those being taught and educated by him; 5) A dialog between the teacher and the pupil — the basis of didactics — is considered as a union of mental and emotional factors; 6) This dialog requires a suitable ideological as well as moral preparation of the teacher.

155. MARKET-DEPTA, JADWIGA: **Nauczycielski Uniwersytet Radiowo-Telewizyjny w świetle wypowiedzi nauczycieli.** (The Radio-Television Teachers' University in the Light of Teach-

ers' Opinions). *Kwartalnik Pedagogiczny* 1975, No. 3, pp. 167–170.

The activity is discussed of the Radio-Television Teachers' University (NURT) as a new form of educating and raising professional qualifications. It was introduced on January 23rd, 1974 on the strength of an agreement between the Ministry of Education and Schooling and the Committee for the Radio and Television. During the first year of the activity the lectures of the Radio-Television Teachers' University embraced four subjects of teaching being obligatory in all the lines of teachers' studies, i.e., pedagogy, psychology, fundamentals of political sciences with the elements of political economy as well as the Marxist philosophy and the theory of the social development. Since January 1975 the elementary stages in mathematics have been introduced to the program. The main task of the Radio-Television Teachers' University is to help all the teachers who have taken up higher extramural and postgraduate studies. The Institute for Teachers' Education carried out the initial sounding researches embracing a sample of teachers selected by lot in the whole country. The organizers of the investigations attempted to obtain data concerned with a popularity, extent, postulates as well as with an evaluation of content, visual methods of information, and the time of emitting broadcasts.

156. MURAWSKI, WŁADYSŁAW: **Efektywność kształcenia nauczycieli w akademiach rolniczych.** (The Effectiveness of Educating Teachers in Agricultural Universities). Dział Wydawnictw Akademii Rolniczej, Warszawa 1975, 134 pp., ill. bibl.

The investigations, carried out by the Intercollegiate Methodical Center of Agricultural Universities, were concerned with: forms of education, the organization, level and scope of studies, the realization of the educational process as well as the didactic basis. The main research method was an inquiry directed to: a) all the graduates of the Pedagogical Studium, b) students from intramural studies simultaneously concerning themselves with pedagogical subjects, c) active teachers from agricultural

schools who wanted to gain pedagogical qualifications. Additional information about this group of respondents was obtained from the Ministry of Agriculture. Interviews were employed with academical teachers who conduct classes in the Pedagogical Studium as well as documentary materials describing the course and results of education in agricultural universities. The author's own observations and experiences gained during a dozen or so years of conducting classes in the Pedagogical Studium are presented as well. On the basis of an analysis of the material gathered, the following problems are discussed: motives for taking up pedagogical studies, an evaluation of the usefulness of education in the Studium as well as of plans, educational programs, and various forms of pedagogical education together with the opinion of graduates about the need of postgraduate training. In the conclusion, the author writes about the need to carry out researches upon the definition of the present model of an agricultural school, the new role of a teacher in the system of agricultural education and schooling as well as about the necessity to improve the program of pedagogical education of teachers from agricultural schools. The pattern of an inquiry is included in the publication.

157. PIETRASIŃSKI, ZBIGNIEW: **Twórcze kierownictwo.** (Creative Directorship). Państwowe Wydawnictwo Naukowe, Warszawa 1975, 311 pp., ill.

The author of the publication explains the meaning of the concept "a creative directorship" which is this kind of directing a collective activity that promotes innovations as well as contributes to the development of subordinates. The author concentrates upon a psychological aspect of a creative directorship. The book consists of two parts. In the first part "The Basis and Mission of Creative Directorship" the author discussed its rules, giving examples and precising the rules of a strategy of effective activity. Much consideration is also given to the mission of a creative directorship in a socialist country. The second part of the publication — "Special Capacities of a Director-Innovator" — presents personal features promoting a cre-

ative directorship as well as an emotional climate of the group favorable for an innovation.

158. POPLUCZ, JAN: **Struktura czynności nauczycielskich w nauczaniu problemowym.** (The Structure of the Teachers' Activities in Problem Teaching). *Kwartalnik Pedagogiczny* 1975, No. 2, pp. 67–84.

The problem education is one of the main trends of researches of the didactic process. The aim of the article is to present the problems of organizing the teacher's activities in the course of the lesson. The essence of problem education is characterized thoroughly as a didactic method as well as its cognitive values and the importance of the structure of teachers' activities for the efficiency of this method. A conception is presented of the model of the teacher's intervention in the lesson together with an empirical attempt of its verification on the example of a cycle of lessons in geography in grade V of an elementary school. Conclusions are included in the recapitulation as well as problems concerned with further scientific researches.

159. RURAWSKI, JÓZEF: **Rola nauczyciela w szkole przyszłości.** (The Role of a Teacher in the School of the Future). *Nowa Szkoła* 1975, No. 4, pp. 6–8.

The process of changes in the role of a teacher in the new system of education is presented against the background of a general outline of some problems of the development of this system. Much consideration is given to the problems concerned with a model of the future school, that is also with a model of the teacher, which are the subjects of researches of the Institute for Educating Teachers of the Ministry of Education and Schooling as well as of other institutes, scientific centers of higher schools and the Polish Academy of Sciences. The main trends are also described of the development of functions and tasks of the future teacher.

160. ZBOROWSKI, JAN: **Żywe dziedzictwo Mariana Falskiego.** (The Living Inheritance of Marian Falski). *Kwartalnik Pedagogiczny* 1975, No. 2, pp. 3–7, rés. sum.

The article is devoted to Professor Marian Falski who died in October, 1974. The activities of the Late Professor, who was a great, eminent educationalist, pedagog, and scholar, became an example of the deepest commitment in the development of education in Poland and an evidence of his willingness to help the child in learning reading and writing. Professor Falski is commonly recognized as a pioneer in the theory of teaching reading and writing. His primer has been for many generations of pupils the first book independently read over 60 years.

161. **Związek Nauczycielstwa Polskiego w XXX-leciu PRL. Materiały z Sesji z dn. 17 X 1974 roku.** (The Polish Teachers' Union on the Thirtieth Anniversary of the Polish People's Republic. Materials of the Session of October 17, 1974). *Przegląd Historyczno-Oświatowy* 1975, No. 2, pp. 169–212.

The article discusses the materials of the Session devoted to the Thirtieth Anniversary of the Polish Teachers' Union. The text of Bolesław Grześ's report is included as well as the speech of the Minister of Education and Schooling, Jerzy Kuberski, and the texts of communiqués and discussions. The considerations of Bolesław Grześ pertain to the role of the Polish Teachers' Union in the education during the thirty years' existence of the Polish People's Republic as well as to the main tasks of the Union's organization. Main attention is concentrated upon the most important stages of the development of education and schooling in Poland. Against this background, the activity of the Polish Teachers' Union is described. Minister Jerzy Kuberski in his speech emphasizes the significance of the Polish Teachers' Union in the development and achievements of education and schooling in Poland as well as discusses the important role of the Union in the plan of educating, training, and raising teachers' professional qualifications. The subject of the discussion was mainly the work of the Polish Teachers' Union in the postwar period in different regions of the country as well as some fields of the Union's activity, e.g., publishing action serving both the school and the teacher, gathering different kinds of records, preparing of elaborations con-

cerning the educational activity of the Polish Teachers' Union.

See also: 116, 121.

VI. SCHOOLS AND INSTITUTIONS

(by type or level)

VI.1. PRESCHOOL

162. KIELAR, MARIA: **Rozumienie toku zdarzeń w filmie animowanym przez dzieci w wieku przedszkolnym.** (Understanding of the Course of Events in an Animated Cartoon by Children from Kindergartens). *Wychowanie w Przedszkolu* 1975, No. 1, pp. 7–12.

A two-phase experiment was made attempting to define the level of understanding of an animated cartoon by children from kindergartens during the projection. In the first phase of the experiment the understanding of the film structure was investigated. The second phase was devoted to a more detailed examination of child's mental operations leading to a description of cause-and-effect relations presented on the screen. The investigations embraced a sample of 37 children aged 4–7 attending a kindergarten in Cracow. An analysis is made in the article of the results of investigations mentioned above, being illustrated with the diagram of the understanding of the structure of film action as well as with percentage specifications pertaining to the understanding of cause-and-effect relations among the scenes and to the causes of particular events presented in the film and interpreted by children.

163. PYSZKAŁO, A. M.: **Aktualne problemy nauczania i wychowania dzieci sześcioletnich.** (The Present Problems of Educating 6-Year-Old Children). *Ruch Pedagogiczny* 1975, No. 4, pp. 490–499.

On the basis of many experimental investigations carried out since 1970 in the Scientific-Research Institute of the Content and Methods of Education of the Academy of Science in the Union of Soviet Socialist Republics under the supervision of Kaszin, Markuszewicz and Pyszkało as well as the workers of the Scientific-Research Institute of the Hygiene of Youth and Children, the organization is discussed of educating 6-year-old children in the Soviet Union. A characteristics follows of forms of education as well as of aims, content, methods, plans and programs. This type of education is still of an experimental character.

164. WOŁCZYK, JERZY: **Z doświadczeń wychowania przedszkolnego w PRL.** (From the Experiences of Kindergarten Education in the Polish People's Republic). *Wychowanie w Przedszkolu* 1975, No. 1, pp. 3–6.

Remarks are presented in the article on the kindergarten education as the first link in the national education. Some facts are described showing the changes pertaining to the kindergarten itself as well as to the understanding of its role and importance at present. Characteristic features of the modern kindergarten education are distinguished and discussed. Much consideration is also given to the main assumptions of changes in the kindergarten education within a planned reform of the national education system. In the assumptions, the kindergarten is considered to be an integral part of a 10-year secondary school taking into consideration both educational and tutelar functions.

VI.2. PRIMARY

165. BANDURA, LUDWIK: **Próba rozwijania myślenia twórczego w szkole podstawowej.** (An Attempt to Develop Creative Thinking in an Elementary School). *Kwartalnik Pedagogiczny* 1975, No. 3, pp. 97–110.

An experiment is presented showing the influence of school education upon the development of creative thinking of children and youth. In the introduction, a uni-

versal state of researches upon the above problem is described. The researches are also discussed carried out on a sample of 16 grades from elementary schools in Gdańsk and Bydgoszcz in the school year 1973/1974. Their aim was to define the degree to which lessons conducted according to the plan would influence the development of pupils' creative thinking. An elaborated arrangement of the material was realized, taking into consideration practice in convergence and divergence thinking as well as an evaluation. Examples of exercises are given employed in the experiment in different subjects at various levels of education. An analysis is also made of the results of the researches in comparison with control grades. It comprises: 1) verbal activity, 2) verbal fluency, 3) association fluency, 4) expression fluency, 5) idea fluency, 6) originality of ideas, 7) results of teaching, 8) a number of sentences in compositions, 9) a number of words in compositions, 10) parts of speech in compositions.

166. BILLIK-BOCIAN, BARBARA: **Kształcenie uczniów zdolnych w wybranych szkołach podstawowych w Krakowie.** (Education of Able Pupils in Selected Elementary Schools in Cracow). *Nowa Szkoła* 1975, No. 4, pp. 12–13.

The article is devoted to the development of mathematical abilities through teaching mathematics in accordance with an extended program. In the introduction, the authoress makes a review of the postwar Polish views concerned with an education of able pupils. Next, she characterizes suggested forms of work with an able pupil (multilevel education, Olimpic Games in particular subject-areas, competitions, work in circles of interests) as well as discusses the main assumptions of the experiment made since 1972/1973 in selected schools in Cracow Voivodship and the city of Cracow in which mathematical grades for able pupils were set up. In the conclusion, a presentation is given of the first reflections resulting from two-year observations.

167. PALKA, STANISŁAW: **Rozwijanie samodzielności poznawczej wychowanków w procesie uczenia się przez badanie.** (The Development of Cognitive Independence of Pupils in the Proc-

ess of Learning Through Investigating). *Kwartalnik Pedagogiczny* 1975, No. 3, pp. 111–120.

Main attention of the article is devoted to a particular kind of problem education, i.e., learning through investigating. Five models are presented of organizing learning through investigating — from the model based mainly upon the teachers' activity to the model based upon the independent activity of pupils in all the links of research work. Investigations were carried out aiming to define how the teachers from elementary schools comprehend learning through investigating as well as which factors determine the level of pupils' cognitive independence. In teachers' investigations upon the level of pupils' cognitive independence the following factors were taken into consideration and analyzed: 1) types and kinds of research problems (problems based upon convergence and divergence thinking, problems connected with a description, explanation, evaluation, norm); 2) a subject of teaching (Polish language, history, civic education, mathematics, physics, chemistry, biology, geography); 3) a grade (grades I–IV, V–VIII); 4) a place and time of research work (during the lesson, homework); 5) an organizational form of research work (work: collective, individual, in a uniform group, in a differentiated group); 6) teachers' sex; 7) a place where the teachers under investigations work (town, country). The investigations embraced a group of teachers-students from evening and extramural studies of the Jagiellonian University. This group was supposed to prepare in a written form 2 methodical units taking into consideration the development of pupils' research activity. Thousand and twenty seven projects were classified according to 5 models of the organization of learning through investigating.

168. **Szkoła — laboratorium.** (School — Laboratory). Krajowa Agencja Wydawnicza „Prasa, Książka, Ruch," Kraków 1975, 47 pp., ill.

A school — laboratory is the Janek Krasicki Elementary School No. 33 in Cracow. Being a normal regional school, it also fulfils the functions of an institution set up in order

to carry out scientific-research and experimental works by the Institutes and Scientific Centers of the Teacher's Training College in Cracow as well as by the Institute for Educating Teachers and Educational Researches. The school is perfectly equipped with modern technical means. It specializes in teaching mathematics and foreign languages as well as in extended tutelar-educational activity. A historical outline is given as well as the organization of work is described together with the assumptions of the program of the development. The organization is presented as well as the trends of scientific investigations concerned with the modernization of the didactic-educational process in respect of content, forms, methods, educational means, and the cooperation with the environment as well as of the tutelar-educational activity and the organizational structure. Many photographs illustrating the activity of the school are included.

169. WRÓBEL, TADEUSZ: **Współczesne tendencje w nauczaniu początkowym.** (Modern Trends in the Primary Education). Państwowe Wydawnictwo Naukowe, Warszawa 1975, 355 pp., ill. bibl.

The publication attempts to present synthetically the program-methodical reforms of primary education. It contains information about the situation in the primary education in Poland, the Soviet Union, and other socialist countries (Bulgaria, Czechoslovakia, Yugoslavia, the German Democratic Republic, Romania, and Hungary). Such capitalist countries were selected as: the Great Britain, Austria, Belgium, France, and Sweden. The information was gathered in a synthetic chapter devoted to the trends in the primary education in different countries. An analysis follows of the selected problems of the modern primary education such as: teaching to read, teaching to write, manuals, teaching aids, equipment of classrooms as well as training of teachers from lower grades.

VI.3. SECONDARY

170. BOGAJ, ANDRZEJ: **Modele maszyn cyfrowych w realizacji programu nauczania informatyki w liceum ogólnokształcącym.**

(Models of Computers in the Realization of the Program of Educating the Theory of Information Science in General Secondary School). *Kwartalnik Pedagogiczny* 1975, No. 2, pp. 149–155.

The author characterizes separate stages of works upon the preparation of an experimental program of educating the theory of information science in a 10-year secondary school. Much attention is devoted to the results of investigations upon a choice of content, their accessibility for youth, usefulness of various models of electronic computers as well as upon a selection of educational methods in the realization of teaching program. In the investigations a natural experiment was employed (lessons were conducted according to different methods with the employment of various models of computers) as well as a participant observation, research upon records, didactic tests, an interview and an inquiry. The results of the investigations provide a number of conclusions concerned with the improvement of an experimental program of teaching this discipline.

171. MAUERSBERG, STANISŁAW: **Trzydziestolecie szkoły ogólnokształcącej w PRL.** (Thirty Years of the General Elementary and Secondary School in the Polish People's Republic). *Przegląd Historyczno-Oświatowy* 1975, No. 3, pp. 343–362, ill. sum.

A general characteristics is given in the article of the thirty years of the general elementary and secondary school in Poland. The author distinguishes three stages significant for its development. The first stage embraces the years 1944 to 1948 — this is the period of the reconstruction after the war destruction of education, and its democratization. In the second stage (1949–1955) the first school reform was carried out which comprised programs of education, organization of schools, promotion systems. The years 1956–1961 were a period of preparation and elaboration of the second school reforms. The result of these works was an Act of the Diet on the development of the system of education and schooling, of July 15, 1961, which introduced an 8-year general elementary school. The realization of this reform as well as an organizational

development of education and schooling were a subject of interest in the years 1962–1970. Since 1971, attempts have been made to build a modern system of education, generalize kindergartens and secondary schools, reform the content and methods of education, democratize the further education, develop collective district schools as well as to develop and improve the school network.

See also: 139.

VI.4. VOCATIONAL

172. KAWKA, ANDRZEJ: **Międzynarodowe Kolegium do Spraw Szkolnictwa Zawodowego na temat oświaty rolniczej.** (The Interdepartmental Council for Vocational Education Devoted to Agricultural Education). *Szkoła Zawodowa* 1975, No. 3, pp. 19–21.

The article presents problems discussed at a meeting of the Interdepartmental Council for Vocational Education devoted to the question of educating staff for the needs of agriculture. In the reports, the achievements were presented as well as the present state of agricultural education against the background of tasks set before this branch of economy. Much attention was devoted to the modernization of the organizational model of agricultural education (Vice-minister of Agriculture, Jerzy Burczyk). An analysis of the changes taking place in the rural education was also made. Much consideration was also given to the problem of a further development of agricultural education (Vice-minister of Education and Schooling, Michał Godlewski). In the discussion, many shortcomings were emphasized of the present system of agricultural education together with the need for a more detailed analysis of the suggestions pertaining to the new organizational model of school.

173. KAZIMIERSKI, WACŁAW: **Funkcja środków wizualnych w kształceniu zawodowym.** (The Function of Visual Aids in Vocational Training). *Szkoła Zawodowa* 1975, No. 3, pp. 7–9.

The article contains considerations of the definition of a didactic function of visual aids in vocational training. An analysis is made of the function of short didactic films, slides, phasegrams and phasegraphs. Many generalizations are concerned with the whole group of visual aids. The author discusses some more important functions of visual aids, e.g., an illustrative function, an educational function, a controlling function, and a guiding function. The basic components of particular functions are also mentioned. A presentation follows of a division of visual aids into separate kinds taking into consideration the fulfilled didactic functions as well as their characteristic features. The rules are also described of the teacher's conduct aiming to elaborate a model of lessons.

174. KLUCZEWSKI, WIESŁAW: **Struktura procesu dydaktycznego i wychowawczego.** (The Structure of a Didactic and Educational Process). *Szkoła Zawodowa* 1975, No. 6, pp. 19–23.

The article attempts to define structurally the elements of a didactic-educational process. In order to describe the problem of an organization and a course of a didactic-educational process, the author makes three diagrams: 1) a diagram of the factors of the educational activity, 2) a diagram of the elements of didactics, 3) a diagram of the elements of the activity of social-moral education. These diagrams indicate a feedback of the elements of a school didactic-educational system. A diagram of factors of both an educational and a self-educational activity, starting from defining the aim of this activity — the formation of man's personality — indicates in succession the trends also called the components of education. An elaborate Diagram 2, presenting the components of didactics, characterizes the elements of man's mental development as well as of a mental trend of education. Diagram 3, taking into consideration a social-moral trend of the formation of man's personality, is devoted to conscious social roles fulfilled by every man.

175. KOWALCZYK, JOANNA: **Przemiany w treści i strukturze kształcenia zawodowego pod wpływem automatyzacji.** (Transformations in the Content and Structure of Vocational Training

under the Influence of Automatization). *Kwartalnik Pedagogiczny* 1975, No. 3, pp. 121–136.

In the investigations, an analysis is made of the content and structure of vocational training of technicians, engineers-miners as well as of chemists. The trend is taken into consideration of transformations in the education for new workplaces characteristic of the automatized production. The basic method of investigations was an analysis of work on new workplaces, whereas interviews (3 variants) constituted an auxiliary method. The aim of the investigations were questions concerned with a type of vocational education as well as with a kind of information and abilities being of a great importance in the conditions of automatization. On the basis of the results of investigations both engineers-miners and chemists prefer the type of general technical knowledge. In a group of general technical subjects in the education of miners, in the light of investigations, main consideration is given to the science of organization and management, next to the automatics, electronics, psychology of labor, mechanics, theory of machines, materials science, production engineering, hydraulics. In the chemical industry, the following general technical subjects rank among the most important ones: automatics, next, electronics, electrotechnics, production engineering, theory of machines, science of organization and management, psychology of labor.

176. NOWACKI, TADEUSZ: **Opracowania metodyczne — odrębny dział literatury pedagogicznej.** (Methodical Works — a Separate Branch of the Pedagogical Literature). *Szkoła Zawodowa* 1975, No. 4, pp. 8–12.

The article contains theoretical considerations of methodical works dealing with pedagogy. In the introduction, the author formulates a definition of a methodical work as well as indicates a difference between a methodical and didactic work. A discussion follows of two main functions of a didactic work, i.e., help for the teacher in organizing a didactic process within a selected subject of teaching as well as in raising teachers' professional qualifications. Much attention is devoted to a description of

the dependence between the program of a subject of teaching and a manual and methodical works, being illustrated with a graphic diagram. The possibilities are confronted of methodical works with the functions of raising teachers' professional qualifications in the field of didactics. Much consideration is given to the role of a methodical work in guiding the processes of teaching separate subjects.

177. NOWICKI, MIROSŁAW: **Kształcenie robotników i techników w przyszłym polskim systemie oświaty.** (The Education of Workers and Technicians in the Future Polish Educational System). *Szkoła Zawodowa* 1975, No. 5, pp. 11–12.

The article deals with the problem of educating workers and technicians in the future Polish educational system. Taking into consideration the main assumptions of the Act pertaining to the problem, the author is concerned with the didactic aspect of the question of a relation between the education of workers and technicians. A discussion follows of the means of solving this problem, i.e.: 1) the education of workers and technicians irrespectively of each other in different types of schools from the very beginning of a didactic process, 2) widespread professional training of youth for future workers' professions as well as an admittance of the best graduates from schools for workers to vocational schools of degree II for technicians. A presentation is also given of the concept the essence of which is an elementary education of the whole youth without an initial selection of future workers and technicians. Next, after a certain time of the common didactic schooling, further training follows two lines: one group of youth undertakes training for future workers, and the other one — that of a technical type.

178. PETKOWSKI, JAN: **Doskonalenie zawodowe absolwentów techników rolniczych zatrudnionych w gminnej służbie rolniczej.** (Raising Professional Qualifications of Graduates from Agricultural Technical Schools Employed in District Agricultural Service). *Szkoła Zawodowa* 1975, No. 3, pp. 22–23.

The article is devoted to an analysis of the problems concerned with the system of raising professional qualifications of district agricultural service. Its basis are the investigations carried out in 1974 on a sample of 240 graduates from agricultural technical schools, employed in district agricultural service in Cracow Voivodship. In the light of the results of these investigations various means are discussed of raising professional qualifications through the self-education system. The problem is analyzed of subscribing to magazines, being in possession of own agricultural library, listening to television and radio agricultural broadcasts as well as of participating in courses and meetings aiming to discuss training problems. Much consideration is also given to the problem of raising professional qualifications by means of extramural studies at the Agricultural University.

179. SZCZUKA, JERZY: **Nowy kierunek kształcenia techników o szerokoprofilowej specjalności.** (The New Trend of Educating Technicians with Broad-Range Specialization). *Szkoła Zawodowa* 1975, No. 6, pp. 4–6.

The new trend is discussed of educating technicians with a broad-range specialization on the example of a conception of program changes in a technical school of wood industry. According to the current nomenclature of vocational schooling, technicians of wood technology are trained in three different specializations: furniture manufacturing, technology of wood materials, timber-sawing, and woodwork. The project for a new nomenclature of professions stipulates for one broad-range specialization: mechanical wood technology which corresponds to the former three specializations. Much place is devoted in the article to the conference organized by the Institute for Vocational Training in 1974 during which teachers-specialists discussed the plans of educational programs. Three basic problems were taken into consideration in the discussion, i.e., conception of a broad-range specialization, plan of teaching, as well as a choice and arrangement of program content of professional subjects.

See also: 119–120, 131, 139, 202.

VI.5. HIGHER

180. **Akademia Medyczna im. Mikołaja Kopernika w Krakowie. Zarys historii i aktualnej struktury organizacyjnej.** (The Mikołaj Kopernik Medical Academy in Cracow. An Outline of the History and the Present Organizational Structure). Wydawnictwo Akademii Medycznej w Krakowie, Kraków 1975, 126 pp., ill.

Leon Tochowicz is the author of the chapter: An Outline of the History of the Cracow School of Medicine, 1364–1939. The history of the School of Medicine is strictly connected with the setting up of the first university in Poland — the Jagiellonian University (May 12th, 1364). The School was one of its departments. Distinguished rectors, professors, and students of the school (among others Mikołaj Kopernik who was enrolled by this school in the academic year 1491/1492) are mentioned. The activity of the School is characterized in relation to historical events taking place in Poland until the outbreak of World War II. An outline of the history of the Medical and Pharmaceutical Departments in the years 1939–1973 was written by Jan Grochowski, Jan Fidelus, and Józef Białoń. The authors present the clandestine activity of the School during the Nazi occupation (1939–1945) as well as the reconstructing and resuming of scientific-didactic activity in the new socialist system of the Polish People's Republic. An independent Medical Academy was set up in place of Medical and Pharmaceutical Departments and was subordinated to the Ministry of Health. The structure is presented of the Medical Academy in the academic year 1973/1974 as well as the Polish and foreign doctors *honoris causa* are mentioned.

181. BOKUN, MACIEJ (ed.): **Z badań nad pedagogicznymi aspektami kształcenia w uczelni technicznej.** (Researches upon Pedagogical Aspects of Education in a Technical University). Wydawnictwa Politechniki Wrocławskiej, Wrocław 1975, 142 pp., ill. bibl. sum. rez.

The publication is a collective work. Jan Osiński presents the results of investigations upon the dependence between

parents' education and a choice of a further way of educating children. In the work entitled "Some Stratification and Pedagogical Determinants of Forming the Recruiting Base under Urban Conditions on the Example of the City of Wrocław," Katarzyna Wyzga discusses the results of investigations indicating a strong connection between the aspirations of students, their social origin, and the level of parents' education. Stanisław Kruk-Ołpiński, describing the usefulness of tests selected for the recruitment of candidates for university studies, presents the recruiting system in different countries. There are described the investigations carried out in the Chemistry Department concerning a compact system (achievement tests and tests of capacities) of enrolling candidates. Maria Wójcicka analyzes the conditions of shaping the social-cultural activity of students from a technical university. The subject of Krystyna Ciekot's work is an analysis of the results of the educational process on the example of the Department of Electronics of the Technical University of Wrocław. Anna Jelonek deals with the investigations pertaining to the social situations of foreign students against the background of the structure of freshmen' formal groups. Alicja Bazylak-Łysik is concerned with the problem of social interests of students from a technical university. She also presents a project of researches as well as the results of pilot researches which aim at providing a general orientation in the subject, content, and extent of social interests of the students from the Technical University of Wrocław.

182. CZEKAJOWSKI, RYSZARD: **Rozwój nauk pedagogicznych w uczelni technicznej.** (The Development of Pedagogical Sciences in a Technical University). *Życie Szkoły Wyższej* 1975, No. 2, pp. 39–52.

The origin is presented of the development of pedagogical sciences in the process of technical education as well as its present state. Among the forms of work of pedagogical institutes of technical universities, together with the plan of activities and the curriculum, the following problems are discussed: 1) postgraduate studies in the field of pedagogy of higher technical education, aiming to educate and

raise professional qualifications of teachers, 2) postgraduate studies in respect of the pedagogy of vocational schooling aiming to educate within the system of evening courses for teachers-engineers and engineers graduates from vocational schools and industry, 3) interdepartmental pedagogical studies for students who completed technical studies in the last two years, 4) teachers' education in technical departments and institutes. Students learning didactics in particular technics' departments have semesters I–V common for all the students of a given specialization. Starting from semester VI the program of education embraces pedagogical disciplines.

183. GLIŃSKA, ALICJA: **Uwagi w sprawie indywidualizacji studiów wyższych.** (Remarks upon Individualization of Higher Studies). *Życie Szkoły Wyższej* 1975, No. 4/5, pp. 25–35.

The author concentrates upon three selected problems: the aim and forms of individualized studies, their organization as well as possible negative consequences of this type of education. The essence of studies according to individual plans and programs is formulated in rules and regulations alternatively. It may consist in extending knowledge in the field of a specialization being studied as well as in changing the profile of education by joining two or more specializations, whereas shortening the period of time of individualized studies may be practised but it is not absolutely required. The problem of an organization of studies in accordance with individual plans and programs is discussed in respect of the criteria enabling the student to take up these studies, care of the student taken by scientific-didactic workers, and the tempo of work as well as the problem of credits and examinations. An exclusiveness of youth taking up these studies as well as a possibility of an isolation from the environment may be the negative consequences of this form of studies.

184. GMYTRASIEWICZ, MICHAŁ: **Ekonomiczne uwarunkowanie szkolnictwa wyższego.** (The Economic Conditioning of Higher Education). Państwowe Wydawnictwo Naukowe, Warszawa 1975, 286 pp., ill. bibl. rez. sum.

The publication is a result of the investigations carried out in the years 1969–1973 in the Center for Planning and Economics of Education of the Institute of Economics of the University of Warsaw as well as in the Laboratory of Economics and Organization of Higher Education of the Interdepartmental Institute for Researches upon Higher Education. The aim of the publication is to define and characterize the economic factors determining the activity and development of the system of higher education as well as to describe the policy in the field of higher education in Poland. The author distinguishes two groups of economic factors influencing the system of higher education, i.e.: 1) factors determining the development of higher education in a short time; these are: a) a mutual connection between the system of higher education and the national economy, b) outlays on higher education, c) the methods and system of financing higher education, 2) factors determining the development of higher schools in long-range plans: a) the demand of the national economy for highly qualified staff, b) the anticipated growth of a number of students until the year 2000, c) anticipated costs of education as well as expenses on higher education until the year 2000. The arrangement of the book is adapted to a classification of economic factors determining the activity and the development of higher education.

185. JANIEC, STANISŁAW: **Młodzież chłopska a studia uniwersyteckie — dostęp, trudności adaptacyjne i ich przezwyciężenie.** (Rural Youth and the University Education — Accessibility, Difficulties in Adaptation and Their Overcoming). *Kwartalnik Pedagogiczny* 1975, No. 3, pp. 159–166.

Research problems considered in the article include: 1) an analysis of the way to university studies — the role of environment and factors independent of it, 2) motives for taking up university studies, 3) difficulties in studies and the process of their overcoming. The investigations embraced a sample of 206 students of rural origin from the first and third years of the Maria Curie-Skłodowska University and the Bolesław Bierut University of Wrocław in the years 1970–1972. The environment is mostly

that of the country with a small or middle area of farms; the level of parents' education is not a stimulating factor either, rarely exceeding an elementary education. The main source of information about studies was school (51%), guidebooks (42%), the press (36%) as well as studying friends (25%) and studying brothers and sisters (9%). A decision to take up studies was independent in 78%. An interest in a given field of knowledge and prospects of an interesting work decidedly predominate among the motives for taking up studies. The investigations showed the existence of difficulties of rural youth in the proper functioning in the institutional system of the university. The following categories of difficulties were taken into main consideration: an obscure way of lecturing, overcoming shyness in speaking in public, the lack of information about studies, an incapacity for independent work, lecturers' unfriendly attitude. Sounding was also made concerned with rural students feeling aloof.

186. KALISKI, SYLWESTER: **Założenia i kierunki rozwoju kadr naukowych.** (Assumptions and Trends of the Development of Scientific Staff). *Nauka Polska* 1975, No. 7, pp. 4–15.

The basic assumptions and trends of the development of scientific staff in Poland are a subject of the article. The author characterizes the present state of scientific staff and determines estimated needs in this field. The program of the Ministry of Science, Higher Education and Technology connected with the development of scientific staff, which was defined on this basis, comprises: 1) raising the level of preparation of higher school graduates, 2) improving the system and forms of educating staff having a doctor's degree, 3) modifying the promotion system, 4) developing the contract employment of professors and assistant professors, 5) educating staff for scientific-research institutes working for the needs of economic departments, 6) fluctuating of staff: higher schools — scientific-research institutes — industry, 7) pursuing policy pertaining to courses of instruction abroad.

187. KARAŚ, MIECZYSŁAW: **Tradycja dla współczesności w Uniwersytecie Jagiellońskim.** (The Tradition for the Present Day

in the Jagiellonian University). *Nauka Polska* 1975, No. 7, pp. 51–60.

The article characterizes the main trends of the activity of the Jagiellonian University as well as describes the present state of the University and future tasks defined in the program of the prospective development of the University. This program was elaborated in 1974 and is just being realized. Its main assumptions are also presented. The presentation of scientific-didactic activity is of a statistical-reporting character. Among other things, there are discussed research problems being realized, the foreign cooperation, the state of students and scientific workers. The activity is also discussed of some institutes and centers characteristic of the Jagiellonian University, such as: The Printing-office celebrating its 300th anniversary, The Museum, the Botanical Garden, the Astronomical Observatory, the Archives, and the Jagiellonian Library.

188. KLUCZYŃSKI, JAN and PÓŁTURZYCKI, JÓZEF: **Konsekwencje założeń edukacji permanentnej dla treści i metod kształcenia w uczelni wyższej.** (Consequences of the Principles of Permanent Education for the Content and Methods of Education in Higher Schools). *Dydaktyka Szkoły Wyższej* 1975, No. 2, pp. 3–19.

In the first part the authors examine the role and tasks of schools in a socialist society against the background of social, economic, cultural, and educational transformations. Then they characterize the aims and tasks of higher schools, making a distinction among the training of specialists, the development of a creative, active and ideological personality, the complementing of education and the training of working staff. They go on examining the principle of permanent education in accordance with the ideas of P. Legrand, the Faure report, and other current works. They indicate that similar proposals are contained in the Polish report on the state of education. They accept permanent education as a principle encompassing the whole educational system including the higher schools. In

examining the consequences of this principle for the content and methods of education in higher schools they stipulate the following solutions: the students' activeness and awareness of their work, the shaping of their creative attitudes making students take part in research and scientific activity, development of self-education skills and the knowledge of research techniques. Such directions of students learning require changes in the curricula. These changes should underline the current needs in theory and practice, the latest achievements in research and the development trends next to strictly established theoretical foundations and interdisciplinary elements. Changes in content must be followed by an expansion in methods. Stimulating methods should be employed, the latest attainments in the technology of education including computers made use of the technique of active team work applied, the solutions worked out in staff-training centers transferred to the educational process in higher schools. In order to introduce these principles effectively into the higher schools' educational system it is necessary to train the academic teachers themselves, since the best method of convincing and educating consists in providing a good example. The current tasks set before the higher education will be fulfilled, when the higher schools imbue their whole system with the principle of permanent education. The Research Institute of Science Policy and Higher Education has undertaken studies in this field.

189. MALARCZYK, JAN (ed.): **Prawnicze, administracyjne i ekonomiczne studia wyższe w Rzeszowie. 1959–1974.** (Higher Studies of Law, Administration and Economics in Rzeszów. 1959–1974). Uniwersytet Marii Curie-Skłodowskiej, Filia w Rzeszowie, Rzeszów 1975, 354 pp., ill. maps, bibl.

The publication is a collective work consisting of two parts. In the first part the origin is presented as well as the development and the organization of the academical center in Rzeszów (a Branch of the Maria Curie-Skłodowska University). The following authors write on the subject: Jan Szreniawski — "The Branch of the Maria Curie-Skłodowska University in Rzeszów"; Wiesław Skrzydło — "The Contribution of the Maria

Curie-Skłodowska University to the Development of the Academical Center in Rzeszów"; Tadeusz Kuno — "The Connection between Science and Practice"; G. L. Zeidler — "Toward the University." The subject of Kazimierz Sand's work are administrative studies. Jan Malarczyk discusses studies of law. Ryszard Orłowski and Władysław Kwiecień characterize students from extramural economic studies for workers. Marian Jełowicki presents the achievements of the Branch of the Maria Curie-Skłodowska University in Rzeszów during the last 15 years and in the last academical year as well as the intentions and plans concerned with its further development. In the second part, Stanisława Rząsa writes about teaching Russian in the Extramural Vocational Administrative Studies. The other works in this part are scientific papers. Jan Balicki and Mieczysław Piekarski deal with legal problems, whereas the works by Antoni Bawszko, Józef Chwistek, Władysław Ćwik, and Jerzy Reder are devoted to the administration questions. The economic problems are considered by: Witold Kurek, Władysław Kwiecień, Edward Michna, Zbigniew Mitura, Stanisław Uziak, and Stanisław Wacławowicz.

190. MAŁYJASIAK, MIRON ZBYSZKO: **Stymulacja i sterowanie aktywnością studentów podczas ćwiczeń audytoryjnych.** (Stimulating and Directing Students' Activity During Auditorium Exercises). *Dydaktyka Szkoły Wyższej* 1975, No. 2, pp. 113–124.

In the article, modern views on the subject of considerations in the light of literature are presented. In a natural experiment, the author employed, during auditorium exercises, a special organization of lessons consisting in connecting team work with collective and individual work what increases students' activity as well as inculcates in them orderliness and ability to cooperate. The author concentrates upon such problems as: belonging to a group and preparing for the lessons as well as guided stimulation of students' activity during them. The results of researches are considered upon the function of an evaluation as an index of students' activity during auditorium exercises.

191. MASZCZYK, DANUTA: **Problem adaptacji studentów do wymagań uczelni i środowiska akademickiego.** (The Problem of Students' Adaptation to the Requirements of a Higher School and the Academic Environment). *Dydaktyka Szkoły Wyższej* 1975, No. 2, pp. 97–112.

Researches upon the degree of students' adaptation were carried out at the Silesian University embracing a sample of 255 persons admitted in the academic year 1971/1972. The indices of the adaptation were as follows: 1) marks got during the first year of studies, 2) ties and an identification with a group and university environment, 3) social activity, 4) degree of group's acceptance, 5) degree of the fulfilment of expectations, 6) psychical health (lack of neurosis). The factors influencing the process of adaptation were: the preparation for studies measured by an average mark obtained during an entrance examination, the quality and style of work of scientific-didactic staff of the university, organizational and living factors, sex, social origin, place of residence as well as features of students' personality. The following methods were employed in the researches: 1) an analysis of records through collecting data concerned with sex, social origin, and marks, 2) an inquiry method in which 2 questionnaires were employed; one of them pertained to the first session, the other's aim was to define the degree of subjects' adaptation, 3) a sociometric test, determining a social position and defining an index of social esteem, 4) personality questionnaire by R. B. Cattel including 16 factors, 5) a list of neurosis symptoms elaborated by Z. Bizoń, 6) free compositions about the first weeks at the university and the first examination session.

192. MELICH, ALOJZY: **Akademia Ekonomiczna w Katowicach.** (The Academy of Economics in Katowice). *Nauka Polska* 1975, No. 9/10, pp. 68–74.

The article is a monograph on the higher school of economics in Katowice which, in 1974, got the name of K. Adamiecki Academy of Economics. A detailed characteristics is given of the separate stage of the formation of this higher school as well as of its reorganization.

A greater part of the article is devoted to the present situation of the Academy. Its present organizational state is presented as well as a number of students and scientific workers in relation to the last years. More important areas of scientific interests of school are discussed as well as the activity in the field of the cooperation with economy and Polish and foreign higher schools. The scientific achievements during the last 10 years are also presented.

193. OSIŃSKI, JAN (ed.): **Proces selekcji studentów trzech pierwszych lat studiów na przykładzie Politechniki Wrocławskiej.** (The Process of Selecting Students during the First Three Years of Studies on the Example of the Technical University of Wrocław). Wydawnictwo Politechniki Wrocławskiej, Wrocław 1975, 64 pp., ill. bibl. sum. rez.

In the Institute of Social Sciences of the Technical University of Wrocław investigations were carried out upon the didactic process at this school. The aim of the investigations was: a) to select students during studies in the aspect of prognosticating an entrance examination as well as educational attainment during the first, second, and third years of studies; b) to define the chance of repeaters resuming learning to meet with success in the course of further studies. The monograph was elaborated on the basis of individual cards of the observation of students' lot from the years 1966/1967 and 1968/1969 as well as of the data from the student's registers, the Section of Learning and answers to inquiries. The material gathered allows us to state that both the results of an entrance examination and the annual observation of the course of studies do not give a full diagnosis of a further process of selection during the next years of studies. The process of selection embraces mainly the first three years of studies. Much attention is devoted to a selection of candidates for a given line of studies, being one of pedagogical, psychological, and sociological factors which influence a success or failure during studies.

194. PACHULICZ-PAWLIKOWSKA, DANUTA and SROGA, ZOFIA: **Z badań nad sposobami organizacji uczenia się studentów.**

(Research on Means of Organizing Students' Work). *Dydaktyka Szkoły Wyższej* 1975, No. 2, pp. 75–96.

Diagnostic investigations, the results of which are presented in the article, were carried out among the students from the Silesian Technical University and the Jagiellonian University. Their aim was to define how students observe the rules and instructions of a hygiene of mental work as well as to determine the differences in means of working of students from the higher engineering school and the university. A characteristics is given of the groups of students under investigation, taking into consideration sex, origin, type of a completed secondary school and results achieved in a secondary school. Next, an analysis is made of the results of the investigations in two groups of students from the higher engineering school and the university in respect of: 1) means of benefiting by lectures, 2) reading of scientific and popular scientific literature, preparing for lessons and examinations, 3) a problem of being methodical and systematic in mental work, 4) some factors of an effective mental work, 5) providing with encyclopedias, vocabularies and handbooks, 6) factors of an effective mental work in the students' opinion, 7) the knowledge of the rules of a rational organization of mental work.

195. ROWIŃSKI, LEON and TELICZEK, JADWIGA: **Opóźnienia w studiach absolwentów wyższej szkoły technicznej.** (Delays in Studies of Graduates from a Higher Technical School). *Dydaktyka Szkoły Wyższej* 1975, No. 2, pp. 35–73.

Within the investigations upon the didactic effectiveness of the Silesian Technical University researches concerned with delays in studies were also carried out. They embraced a sample of two groups of graduates from 8 departments of intramural studies for graduates from the University who completed their studies with a delay in the academic years 1969/1970 and 1972/1973. A thorough analysis was made of the delays in studies of the graduates from the Silesian Technical University. Some social-economic conditions are characterized having an influence upon the delay in studies, e.g., place of resi-

dence, time devoted to transport, evaluation of living conditions, paid work, and social work. The psychical conditioning of delays is also taken into consideration on the basis of a self-evaluation of abilities for technical studies of graduates as well as of their answers pertaining to the factors influencing the results obtained. On the basis of graduates' questionnaire answers the reasons were investigated for the delays in the first and second years of studies in order to define factors causing these delays.

196. SIEMIEŃSKA, RENATA and BIJAK-ŻOCHOWSKI, MAREK: **Od studiów do zawodu i pracy. O studentach i absolwentach wyższych szkół rolniczych.** (From Studies to Profession and Work. Students and Graduates from Higher Agricultural Schools). Państwowe Wydawnictwo Naukowe, Warszawa 1975, 303 pp., ill. rez. sum.

The aim of the work is to analyze the effects of the process of education, formation, and preparation for work of graduates from agricultural schools as well as the factors conditioning their attitude. The Institute of Scientific Policy and Higher Education carried out, in 1960 and 1966, the investigations upon the students from the first year of higher agricultural schools. Their results enabled to state if and to what a degree the social composition of the youth admitted to agricultural studies had changed, their attitudes, plans for the future work, conditions of the future life, etc. The investigations upon the graduates embraced 2 categories: a) those who have just completed their studies, their training not exceeding 2 years, b) graduates with a longer period of training (5 years). The publication consists of three parts: in the first part the development is presented of the staff of specialists from the group of agricultural departments in the Polish People's Republic as well as the problems of their education and employment. The second part is devoted to a characteristics of life aspirations, plans and expectations of freshmen, which are confronted with the aspirations and life plans of graduates who have already started working. The third part presents life and professional situation of persons who, after completing their

agricultural studies, work in different environments and under different life conditions.

197. SZARRAS, HENRYK: **Kształcenie kadr naukowych w szkolnictwie wyższym.** (Educating of Scientific Staff in Higher Education System). Państwowe Wydawnictwo Naukowe, Warszawa 1975, 257 pp., ill. bibl. rés. sum.

The publication consists of four chapters. Chapter I is devoted to an analysis of factors shaping the process of the preparation of scientific staff (i.e.: tasks and functions of higher schools, an organizational structure and composition of scientific staff, a number of candidates for scientific-didactic work, requirements of the development of scientific researches, methods of guiding the process itself). Both the choice and the analysis of an influence of separate factors were made on the basis of the available reports pertaining to the trends of the development of higher education in the world and the literature dealing with the progress of human knowledge. In Chapter II, an analysis is made of the process of educating and raising professional qualifications of the Polish scientific staff based upon the changes of structure and dynamics of employing this staff in higher education in the years 1918–1972. In Chapter III, some elements are presented of the process of educating and improving the scientific staff in higher education in 18 selected countries. The structure is discussed of posts as well as qualifying criteria, age and period of training, the number of activities, time as well as proportions of main salaries. Chapter IV is devoted to an analysis of effectiveness of the forms of stimulating the development of scientific staff. These forms are: school Olympic Games in particular subject-areas and extended programs of education in selected grades of secondary schools, research grants for students, individualized studies, assistant's preparatory studies, scholarships, holidays and practice period for the young staff as well as postgraduate studies and studies for a doctor's degree. The descriptive and statistical material gathered in the publication presents the achievements of the Polish People's Republic in educating the scientific staff. Moreover, the conclusions and sug-

gestions are included concerned with the trends of further investigations as well as with the improvement of the present system.

198. TYMOWSKI, JANUSZ: **Wyższe studia dla pracujących w europejskich krajach socjalistycznych.** (Higher Studies for Workers in the European Socialist Countries). *Życie Szkoły Wyższej* 1975, No: 4/5, pp. 3–23.

In a broad review of higher studies for workers the similarities are taken into consideration as well as the differences in respect of a conception of a working student; an origin of studies for workers (motives and aims) is also described. The following problems are discussed: the form and course of studies, recruitment, legal acts defining the special rights of working students (holidays and leaves, costs of transport, lodgings, etc.). The course of studies is presented as well as a diagram illustrating the participation of working students in a total number of students in the Soviet Union, Poland, German Democratic Republic, Czechoslovakia, Romania, Hungary, Yugoslavia, and Bulgaria.

199. WOŹNICKA, ALEKSANDRA: **Studenci z indywidualnymi planami studiów. Komunikat z badań.** (Students with Individual Plans of Studies. Report on the Investigations). Państwowe Wydawnictwo Naukowe, Warszawa 1975, 87 pp., ill.

For 16 years there have existed in the Polish People's Republic the possibilities for exceptionally able youth of taking up higher studies according to individual programs and plans. The book contains the results of investigations carried out by the Center of Pedagogy in the Institute for Scientific Policy and Higher Education on a sample of youth studying according to individual programs. An inquiry was employed among all the students with individual plans of studies as well as questionnaires were sent to the deaneries of all the higher schools subordinate to the Ministry of Science, Higher Education and Technology. There are received 671 answers. The investigations were carried out in two stages: 1) introductory researches — the defining of a number of students in

separate higher schools, a social-demographic characteristics of a group under investigation, the results in learning in a secondary school and during the studies; 2) researches proper — motives for taking up studies according to individual plans, the course of studies in the opinion of students and scientific workers, a social position of the group of students under discussion, graduates' lot during the first two years of work. The investigations are supposed to be carried out for 5 years. The publication sums up the first stage of investigations. The author draws conclusions from the analysis of the material obtained. The rules and regulations are included of intramural studies in higher schools subordinate to the Ministry of Science, Higher Education and Technology as well as the pattern of a questionnaire.

200. ZAWADZKI, RYSZARD: **30 lat Politechniki Wrocławskiej.** (Thirty Years of the Technical University of Wrocław). *Nauka Polska* 1975, No. 9/10, pp. 75–90.

The article sums up the didactic-scientific and organizational achievements of the Technical University of Wrocław during 30 years of its existence. Three stages of the development of the school distinguished by the author are thoroughly characterized and supported with statistical data. The first stage embracing the years 1945–1950 is defined as pioneer. At that time the Technical University of Wrocław was set up in an organizational and personal union with the University of Wrocław. The economic basis of the school was founded as well as scientific staff was selected and the fundamental trends of the didactic activity were defined. The second stage, including the years 1951–1967, was a period of development in which the scientific model of the Technical University of Wrocław was formed and a strong staff basis, including the graduates from this school, was founded. The third stage, since 1968, is a period of a further quantitative development of didactic tasks, close connection of the didactic and scientific activity with an industry; it is also the period of structural reforms. The perspective plan is also discussed of the development of the Technical University of Wrocław for

the years 1976–1990, comprising the most significant areas of school activity: problems of education, scientific researches, education of scientific staff, material-technical basis as well as social policy.

See also: 115, 146.

VI.6. ADULT

201. MACIĄG, ZBIGNIEW: **Kształcenie i dokształcanie zawodowe robotników w Łódzkich Zakładach Przemysłu Bawełnianego.** (The Education and Raising Professional Qualifications of Workers in the Łódź Works of Cotton Industry). Uniwersytet Łódzki, Łódź 1975, 161 pp., ill. bibl.

The work is a monograph concerned with the policy of employment and raising professional qualifications of skilled workers from the cotton industry. A discussion is given of the results of the author's investigations carried out by means of inquiries and questionnaires in the years 1969–1972 among pupils from the textile schools attached to works in Łódź. The author presents an organization as well as different forms of educating workers emphasizing the role of educating centers connected with textile works. Much consideration is also given to the results of education in schools attached to works, dropping out of pupils in the period of training and means of employing graduates. The general vocational situation is discussed by the author, e.g., the state of employment, working conditions as well as satisfaction at work of pupils from schools attached to works, and the process of promotion of graduates from a technical school (post, salary, social activity, satisfaction at work) who started working in plants as manual workers. The results of the investigations enable to know the reason for a choice of a textile school attached to works as well as future hopes and interests connected with a profession selected by studying workers together with the motives for taking up additional studies in extramural and evening textile technical schools. An attitude of managers toward studying workers is considered as well. In the publication patterns of in-

quiries and questionnaires employed in the investigations are included.

202. **Rola Związku Zakładów Doskonalenia Zawodowego w kształceniu i doskonaleniu robotników i mistrzów.** (The Role of the Association of Institutes for Raising Profeasional Qualifications in Educating and Raising Professional Qualifications of Workers and Masters). *Szkoła Zawodowa* 1975, No. 6, pp. 34–35.

The article presents problems being a subject of considerations at a scientific popularized session devoted to the problem of educating and permanent raising professional qualifications of workers, masters and craftsmen. The following reports were delivered at the session: 1) "Problems of Educating and Permanent Raising Professional Qualifications of Workers in the Light of the Needs of National Economy" (prof. dr. M. Godlewski); 2) "Educating and Permanent Raising Professional Qualifications of Working and Service Staff as well as of Craftsmen in the System of the Association of Institutes for Raising Professional Qualifications" (J. Kowtun); 3) "Theoretical Basis of Permanent Education" (prof. dr. R. Wroczyński); 4) "Balance of Skilled Working Staff and a Policy of Employment in the Years 1975–1980" (dr. J. Obodowski); 5) "Level System of Raising Professional Qualifications" (prof. dr. T. Nowacki); 6) "Infrastructure of Educating and Permanent Raising Professional Qualifications of Workers" (dr. St. Literski). The session was also devoted to the teamwork upon the following problems: 1) an organization of the system of educating and permanent raising professional qualifications of workers as well as a place of the Association of Institutes for Raising Professional Qualifications in this system, 2) programs and publications being a condition of the effectiveness of a course training, 3) models of means of educating and permanent raising professional qualifications of workers as well as a conception of their functioning.

VI.7. SPECIAL

203. BALCEREK, MARIAN: **Stan i perspektywy kształcenia specjalnego.** (The State and Prospects of Special Education). *Nowa Szkoła* 1975, No. 5, pp. 4–6.

The article presents the achievements, present state and prospects of the special education in Poland as well as discusses the assumptions of the program included in the directives of the Ministry of Education and Schooling with regard to the problem of the development of special education and aid for children with developmental disturbances. Much attention is devoted to the results of the partial realization of this program. Tasks are also described as well as the main trends of the activity in respect of the improvement of the system of special education within a reform of the national education system being just in preparation. An analysis follows of the problems connected with works aiming to ensure the conditions of the universality of special education for handicapped children as well as of the improvement of educational forms and methods together with the raising of the effectiveness of the rehabilitation process.

204. JEDLEWSKI, STANISŁAW: **O problemach resocjalizacji. Wywiad.** (Social Readjustment. Interview). *Nowa Szkoła* 1975, No. 4, pp. 30–31.

The article is an interview with professor Stanisław Jedlewski, director of the Institute for the Social Prevention and Resocialization of the University of Warsaw. Opinions and statements included in it are concerned with an educational situation in reform schools, problems of reeducation and social readjustment in these institutions as well as with an education of specialists in this respect. Professor Jedlewski presents suggestions pertaining to the reform of education in reform schools, a profile of his interests and pedagogical activity as well as his scientific plans connected with the publication of a book dealing with the whole process of social readjustment of maladjusted youth, taking into special consideration the conditioning of this process.

205. KOPEĆ, MICHALINA: **Relacje interpersonalne między młodzieżą niedostosowaną społecznie a dorosłymi.** (Interpersonal Relations between Socially Maladjusted Youth and Adults). *Szkoła Specjalna* 1975, No. 3, pp. 22–32.

The research material concerned with relations and dependences between socially maladjusted youth and adults was gathered in grades VII and VIII of elementary schools from eight educational institutions for boys in Warsaw and the Warsaw Voivodship. A set of noncomplete sentences as well as optional statements and talks with youth constituted a research method. An analysis of the research material indicates that a constant unfavorable atmosphere in the family, e.g., delinquency and alcoholism of parents, lack of satisfying basic needs as well as a bad school situation of the subjects, causes a negative attitude toward grown-ups (parents, teachers, pedagogical staff in an institution, and others), leads to the loss of self-reliance and trust in others, sense of a lower value, internal disintegration, susceptibility to the influence of delinquents, lack of responsibility for one's behavior, reluctance to take up work upon the formation of one's personality, lack of trust and hostility toward adults. In the conclusion suggestions are given of social readjusting work.

206. KOSTRZEWSKI, JANUSZ: **Rola psychologa w procesie rehabilitacji dzieci upośledzonych umysłowo.** (The Role of a Psychologist in the Process of Rehabilitation of Mentally Handicapped Children). *Nowa Szkoła* 1975, No. 5, pp. 20–22.

In the considerations of the role of a psychologist in the process of rehabilitation of mentally handicapped children such problems are included as: description of the main tasks of psychologist in special centers as well as a characteristics of the techniques employed to measure orientation-cognitive, intellectual, emotional-motivating and executive processes of mentally handicapped children. A report is also presented upon the researches carried out during the last four years among mentally handicapped and normal children in a Lublin center as well as in the Institute for Special Pedagogy in Warsaw. In the Lublin center a sample of 315 children aged 5–16 was investigated; 155 of them being mentally handicapped. The investigations of the Institute for Special Pedagogy were carried out on the sample of 100 mentally hand-

icapped children and 100 children with normal mental development, aged 9–11 and 13–14.

207. MASZCZAK, TADEUSZ: **Czas i przyczyny głuchoty wśród dzieci w świetle badań przekrojowych w roku szkolnym 1972/1973.** (Period and Causes of Deafness among Children in the Light of Cross-Sectional Investigations in the School Year 1972/1973). *Szkoła Specjalna* 1975, No. 2, pp. 31–36.

In the school year 1972/1973, the author gathered information about every pupil in all the elementary schools for deaf children. The information was obtained by means of an interview and an inquiry. On the basis of data, it was stated that 73.4% of the subjects were children practically deaf, whereas 26.6% — hard-of-hearing children. These children are able to hear and understand human speech by means of hearing devices. The time when the loss of hearing took place is of great importance in the pedagogical work with deaf children. All the children subject to investigation, deaf from birth, belong to the category of practically deaf, whereas the part of those who lose hearing later in life, have hearing disturbances. The cause of deafness are illnesses as well as some drugs and mechanical injuries both dating from birth and earlier. The knowledge of the period and causes of loss of hearing in children is of great importance both in the prophylactic activity and in the pedagogical work upon the correct development of deaf children.

208. MAURER, ALICJA: **Właściwości rozwoju psychoruchowego dzieci ociężałych umysłowo jako źródło ich trudności szkolnych.** (The Features of the Psychomotor Development of Mentally Retarded Children as a Source of Their School Failures). *Ruch Pedagogiczny* 1975, No. 4, pp. 510–522, bibl.

The authoress discusses the problem of children with so-called "little defectology" who attend ordinary schools as well as defines — in the light of psychological literature — the criteria of mental retardation, characterizes the features of the psychomotor development of mentally retarded children and presents the problem of differentiating these children in a group, taking into consideration

the degree and kind of retardation. An analysis of the reasons for mental retardation is included as well as the forms of help for mentally retarded pupils in overcoming difficulties and school failures are described. All the problems mentioned above are presented in the light of investigations carried out both in Poland and abroad.

209. NARTOWSKA, HANNA: **Zaburzenia rozwoju jako przyczyny niepowodzeń w nauce.** (Developmental Disturbances as a Cause of Failures in Learning). *Szkoła Specjalna* 1975, No. 2, pp. 5–15.

The authoress distinguishes three kinds of causes of failures in learning: a) a defective organization and course of the educational process (didactic causes), b) bad conditions and influences of the family and school environment (social causes), c) irregularities of the psychomotor development of the child (individual causes). Unfavorable factors included in these three groups act in mutual dependence and connection, but the author is concerned mainly with the third group, i.e., child's individual features hindering him in the acquiring of knowledge and skills anticipated by the program at the beginning of studies. Psychomotor irregularities of child's development are also discussed, i.e.: 1) disturbances of a hearing analysis and synthesis (they are characterized by child's delayed speech, slow enrichment of the vocabulary as well as by a persistent distortion of words and indistinct pronunciation, 2) disturbances of a visual analysis and synthesis appear mainly at the beginning of learning to read and write, 3) disturbances in the development of manual dexterity (disturbances in quickness, precision and coordination of the movements of hands cause a lot of difficulties to the children in writing, drawing and technical works), 4) lateralization, that is, a dominance of one side of the body over the other brings about mistakes in writing and reading, difficulties in using the map and reading plans, 5) overexcitability and psychomotor inhibitions are mentioned by the authoress as one of the factors impeding learning. The problem of fragmentary disturbances of the development requires thorough analyzing as well as drawing conclusions pertaining to a further behavior toward the child, which would

prevent failures, discouragement and secondary emotional disturbances.

210. PAWŁOWSKA, RÓŻA: **Konflikty między dziećmi upośledzonymi umysłowo.** (Conflicts among Mentally Handicapped Children). *Szkoła Specjalna* 1975, No. 3, pp. 51–59.

The article contains a discussion upon the investigations devoted to the problem of reasons for conflicts among children from grade VII of a special school. The authoress got acquainted with the family and school environment of the subjects as well as with the degree of handicap and health conditions. The following research methods were employed: a direct observation of pupils, an environmental interview, an interview with the formmaster, doctor, and the psychologist as well as an analysis of school records. The investigations proved that: a) the majority of causes of conflicts in the subjects lies in the family environment (educational faults, father's alcoholism, not satisfying child's needs), b) these causes very often account for school failures, c) the impossibility of discovering early forms of handicaps in those pupils' behavior exerts an important influence on conflicts at school. As forms of an educational influence aiming to reduce the number of conflicts, the authoress employed the following methods: an individualization toward pupils, encouragement, praises, changes of the environment, individual and group talks with pupils, talks with parents, guidance centers for parents as well as orthophonic exercises. Conclusions are also given pertaining to the results of the investigations.

211. REMLEIN-MOZOLEWSKA, GRAŻYNA and BORKOWSKA-GAERTIG, DANUTA: **Projekt programu profilaktyki i rehabilitacji wzrokowej dzieci z głębokim upośledzeniem słuchu.** (The Plan of the Program of Prophylaxis and Rehabilitation of Eyesight of Hard-of-Hearing Children). *Szkoła Specjalna* 1975, No. 3, pp. 5–15.

In the Pomeranian Medical Academy in Szczecin a number of eyesight tests as well as examinations of function-

ing of the eye were carried out among deaf and hard-of-hearing children aged 7–12. An analysis was also made of the results in groups well and badly comprehending the speech from the movements of the lips. A 10-degree scale was elaborated by the Clinic of Children's Otolaryngology of the Institute of Mother and Child in Warsaw. The control group for functional examinations consisted of hearing children in appropriate age groups. The examinations proved that essential factors, impeding the comprehension of speech from the movements of the lips by children with serious hearing disturbances, are: a) disturbances in seeing, b) not adequate visual space localization, c) a prolongation of the time of conscious reaction. A suggestion is also given of the program of rehabilitation in respect of separate deficiencies. The program includes: 1) eyesight tests, 2) exercises of a visual ability of space localization, 3) shortening the time of conscious reaction, 4) counteracting an isolation of the deaf child.

212. TYBOROWSKA, KAZIMIERA: **Kształcenie i dokształcanie kadr dla szkolnictwa specjalnego.** (Educating and Additional Training of the Staff for Special Education). *Nowa Szkoła* 1975, No. 5, pp. 17–18.

In the article main consideration is given to the model of educating and raising professional qualifications of teachers from special schools. The tasks of the Institute for Educating Teachers in this field are also defined as well as there are presented the forms of raising professional qualifications of teachers from special schools and special centers, organized nowadays by the Institute. One of the conceptions pertaining to this problem is described, which originated as a result of discussions and preliminary analytical works upon the professional type of a special school teacher.

213. **Zdolność rozumienia mowy na drodze słuchowej i wzrokowej u dzieci niedosłyszących.** (The Hard-of-Hearing Children Capacity to Understand Speech in a Visual and Aural Way). Authors: R. Kugler, A. Standziak, H. Biderman and J. Wasilewska. *Szkoła Specjalna* 1975, No. 2, pp. 51–53.

Investigations embraced a sample of children aged 7–13 from the first four classes of schools: ordinary, for deaf children and hard-of-hearing children, for children of an average intelligence and with a similar hearing disturbance. The investigations were carried out by means of a verbal and tonal audiometry. The Szczecin verbal tests were employed meant for school children as well as picture tests for children from kindergartens. The tests consisted of nouns denoting subjects from the environment. Before being investigated, the children were acquainted with the conceptions applied. They were supposed to repeat, show or write down the words heard. The understanding was examined in an aural and visual way as well as at the moment when the two ways were connected with a simultaneous employment of a hearing device. According to the expectations, the children from ordinary school obtained the best results in a verbal audiometry, they also understood best the colloquial speech in an aural-visual way. The majority of children from ordinary school used strongly amplifying devices. The pupils from the school for hard-of-hearing had a much smaller stock of aural notions and their speech was less intelligible. An analysis of cases under investigation indicates that the main factor determining a success of rehabilitation is the influence of a hearing environment which creates in the child the need for using the speech from the early years of his life. The authors think that the best solution for hard-of-hearing children would be to form special class attached to ordinary schools, enabling them to be in contact with other children of the same age at school, in the home environment, in a sports field, etc.

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